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Family Life Education in Negro Schools of Waller County, Texas

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FAMILY LIFE EDUCATION IN NEGRO
SCHOOLS OF WALLER COUNTY, TEXAS

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FAMILY LIFE EDUCATION IN NEGRO SCHOOLS
OF WALLER COUNTY, TEXAS

By

Ora Maye Thompson

A Thesis in Home Economics Education Submitted
In Partial Fulfillment of the Requirements
for the Degree of

Master of Science

In The

Graduate Division

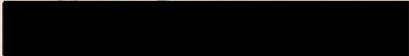
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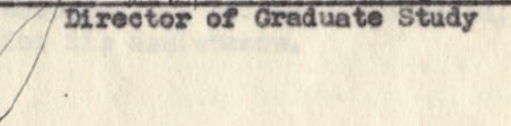

Director of Graduate Study

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	1
II REVIEW OF LITERATURE	7
III METHODS	17
IV FINDINGS AND DISCUSSION	27
V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	47
VI STATISTICAL ANALYSIS FOR THE FIVE SIX YEARS	54
BIBLIOGRAPHY	
ACKNOWLEDGEMENT	74

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APPENDIX A- List of Elementary Schools Included in Study	75
APPENDIX B- List of Elementary Schools Included in Study	80

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	1
II REVIEW OF LITERATURE	7
III PROCEDURE	10
IV FINDINGS AND DISCUSSION	13
V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	47
VI NUTRITION EDUCATION FOR THE FIRST SIX YEARS	51
BIBLIOGRAPHY	74
APPENDIX	
EXHIBIT A - Survey Sheet	76
EXHIBIT B - Fig. A Map of Waller County and Location of Schools for Negroes	79
EXHIBIT C- List of Secondary Schools Included In Study	80

LIST OF TABLES

TABLE		PAGE
I	Average Enrollment Per Teacher in Schools Studied.....	13
II	Ranking of Areas of Family Life Education Included in the Study.....	16
III	Amount of Time Spent for Interviews by Schools and Amount of Checks Recorded by Areas.....	17
IV	Family Life Education as Offered at Prairie View.....	19
V	Family Life Education as Offered at Bob Burton.....	22
VI	Family Life Education as Offered at Sam Schwarz.....	24
VII	Family Life Education as Offered at Post Oak.....	25
VIII	Family Life Education as Offered at Samuel Clemons....	27
IX	Family Life Education as Offered at Brookshire.....	28
X	Family Life Education as Offered at Silent Grove.....	29
XI	Family Life Education as Offered at Pointer.....	30
XII	Family Life Education as Offered at Samuel.....	32
XIII	Family Life Education as Offered at Waller.....	33
XIV	Vocational Departments for Negroes in Waller County, Texas.....	34

FIGURE

1	Number of Grades Offered in the Waller County Negro Schools.....	15
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CHAPTER I

INTRODUCTION

Education on every level, from the nursery school through the college and on into adult life, must recognize the basic issue of family life education in terms that are appropriate to each of these age levels, so that the individual boy, girl, man, and woman may find a progressive clarification and amplification of what efficiency means in every aspect of living, especially in the family.

No other group in society has equal possibilities with the family for adequately meeting functional physical, social, and emotional needs of individuals throughout life.¹ While the family holds such a position it has been found that by and large it has not lived up to its possibilities along the line of training for good citizenship, therefore, it has been expected that the schools should take up the responsibility where the family left off. Attempts have been made to solve some of the problems to some extent, through the offerings of vocational classes in homemaking and agriculture. However, many schools do not offer such courses, and in those schools where vocational classes are found the training is for high school pupils or for pupils fourteen years of age or older. It therefore, has become necessary that a functional program of education for living be offered to the lower grades. A program of this sort is needed for possibly two main reasons: first, it

¹ Florence Fallgatter. "Community Programs of Education In Family Living From the Viewpoint of Home Economics," U. S. Department of the Interior, Office of Educational Division. November, 1937. p. 1.

is assumed that the teaching of only facts and principles of subject matter offers very little in the way of enlightening a child on the aspects of living; secondly, it is assumed that many children, especially those living in rural communities, drop out of school before they reach the high school grades. It has become a vital issue, therefore, that practical instruction be offered in the earlier grades so that every child might have the opportunity to receive functional information necessary for individual and family living. From various sources pertaining to home life education and subject matter integration, it was learned that many schools have projected programs through which pupils and teachers may cut across subject matter lines to other pertinent areas of learning, which are concerned with the progress of individual and group living. It is just such evidence of education of family life activities for which the writer has attempted to search, and possibly discover. It is these evidences of the correlation of life's problems, and their possible solutions, with generally accepted subject matter areas that have formed the basis for this study.

The problem may be stated in the form of questions, such as:

1. Is home life or family life education offered at all in the Negro schools of Waller County, Texas?
2. Are functional programs in life education projected through subject matter areas, and to what relative extent and effect?

Family life education refers to that information offered to, or obtained by an individual or group of individuals for the furtherance of relationships, understandings, and performances which have bearing on everyday living.

Education for living, when offered on the nursery school level, is concerned with the mental, emotional, and physical development of the pre-school child. The normal development of the child's personality is one of great concern, as well as is the development of his ability to make adequate adjustments to his environment. Education in family living for the child in the elementary and high schools deals with many aspects of home and family life for which home and school should share jointly in the responsibility. Some of the abilities to be derived from the functional program for the primary and elementary group are: the ability to share in the responsibility of cleaning the home; to develop an appreciation and the desire to care for one's own clothing; to become able to assist with the preparation of meals for the family; to develop the ability to get along with others, to cooperate, and to be able to help create cheerfulness and harmony within a group; to develop some ability to assist in the care of younger brothers or sisters, and to be able to help with the selection of toys and play equipment for them; to develop a desire to save one's own money, and to know and appreciate the relation of food to growth and health. The scope of the problem is much broader for the university group because these students are concerned with planning for making a livelihood, courtship and marriage, pre-parental education, and even parental education.

The levels of education as surveyed in this study are nursery school, the primary, intermediate, and high school grades in the public schools and the university.

One of the major responsibilities of education is that of helping individuals to become more effective members of home and families. The

importance of this aim of education has become recognized by leading agencies who are interested in the training of youth. The family and home hold an unequalled significance above all other institutions of society.¹ The experiences in the family are the first, the closest, and the longest lasting of all individual or group experiences.²

It has been stated that the purpose of a "democratic program of education is primarily to secure the liberation of intelligence for the improvement of human life."³ This statement is a challenge to a more thoughtful analysis of values in family living so that their relative importance among the values that education is now furthering may be more fully realized.

The studying of foods, clothing, consumer buying, care of children, and home nursing units will not necessarily produce efficient home living. Each of these subjects is important, but only as it stands in relationship to total home living. The separate aspects of living must, therefore, be evaluated before they can be used satisfactorily in one's individual life.⁴

Coordination of programs of education in family living is directed toward the pooling of efforts to secure the greatest possible service from the leadership and the facilities in a community. The functioning factor in such a program depends greatly upon a mutual knowledge of and

¹ Ibid. p. 1.

² Ibid. p. 2.

³ Boyd H. Bode. Modern Educational Theories. The Macmillan Company, New York, 1937, p. 172.

⁴ Hazel Hatcher and M. E. Andrews. The Teaching of Homemaking. Houghton Mifflin Company, Boston, 1945. p. 484.

respect for the contributions of individuals, agencies, and of organizations. A thorough understanding of needs to be met, and fundamental interest in serving, contribute to the functioning of such a program. It is through education that boys, girls, men, and women are to be strengthened in their search for satisfaction and enriching experiences in family life.

If the schools and colleges largely ignore home and family living and in their teachings and announced goals relegate marriage and family living to a minor unimportant aspect of life, then we cannot expect young people to think or act otherwise. If schools and colleges stress academic achievement, careers, knowledge and skills for every activity but living, we must realize how strongly our educational programs are weighted against the family and how effectively they deny the significance of living.¹

The schools then must concern themselves with enabling all individuals to function more effectively as family members and as participants in social movements directed toward family welfare. They must take full account of the needs for judgment, for a high degree of skill in the management of resources, and the more than usual emotional stability needed for facing actual problems of family living realistically and solving them in ways that strengthen personality and improve living.

The purposes of this study then, are:

1. To determine whether or not family life education is offered in the Negro schools of Waller County, Texas.
2. To determine the extent to which phases of family life education are included as a part of the teaching-learning situation.
3. To seek teaching methods by which the informal teaching-learning

¹ Bess Goodykoontz and Others. Family Living in Our Schools. D. Appleton Century Company, New York, 1941, p. 26.

ing situations are made functional for every day life.

4. To offer suggestions which might be used in these or similar schools to develop a functional program in life education.
5. To set up a procedure whereby this information may be secured.

It is hoped that the findings, conclusions and recommendations of this study may inspire its readers to realize the dire need for and the intrinsic value of individual and family life education. It is also hoped that teachers and supervisors of schools may develop and execute plans for a functional program in life education, so that youth may become more socially acceptable at home and elsewhere, and more capable of successfully meeting and solving the perplexing problems of everyday life.

If the method developed here may be examined and deemed usable by others elsewhere, the study may be thought of as having made a definite contribution to the area of home and family life in the elementary and high schools.

CHAPTER II

REVIEW OF LITERATURE

Hines (13) made a study in 1942, of the Travis County, Texas Negro schools, in which she found two evidences of correlation of subject matter with problems of everyday life. One was the use of the miniature store, and the other was the Post Office by means of which the children learned how to count money, make the necessary and intelligent conversation, and developed the habits of courtesy and cooperation.

In 1941, Jones (14) found that visual aids were not used sufficiently in Waller County schools: first because there was not an ample supply of these aids available at the schools, and secondly, because inadequate use was made of the few which were found. The study revealed that the teachers did not properly correlate visual aids with subject matter, thus the children could neither appreciate nor understand their values.

Rose (11) made a study in 1942, based upon beliefs that "our educational system is so overloaded with subject matter and specialization that the individual is in danger of being lost; and that in our complex society the individual faces all kinds of problems in his social relationships." She reported that the study had opened up further possibilities for the home economics staff at the University of Minnesota to work cooperatively on a philosophy and a program for the improvement of the personal and social development of prospective home economics teachers.

Neiman (17), in 1940, studied home and family life programs for

boys and girls in a general education program, and through the use of opinionnaires found the very general opinion that home and family life does have a place in the future general program, particularly in the field of guidance and in the field of personal living and home and family relationships.

Spafford (12) in 1936, secured the viewpoints of 848 "forward looking" educators, concerning the contribution which home economics could make to living. It was revealed that the majority, or 93 per cent, of these educators agreed that "home economics has a contribution to make in acquiring a general education; that is helping the individual to arrive at a philosophy of life; acquire ability to meet intelligently personal and social problems with which he is concerned; discover and develop individual interests and capacities to the end that group living may be enriched and improved."

In 1940, Law (15) found that boys at different age levels and at different years in high school varied in their participation in homemaking activities. It was also found that men seemed to have placed more importance upon the phases of homemaking that made for individual and social improvement than they did upon the mere physical tasks involved in homemaking. The men felt that a boy should be sufficiently well-trained to be self-reliant as far as his needs are concerned; that he should have a general appreciation of the importance of marriage and its attendant problems, and would give his assistance in cultivating the art of living, so that he might enjoy a richer and more worthwhile life.

The dates of the reviewed studies indicate that recent interest

has been placed upon functional programs in home life education. Although this phase of training is related to but not offered as home-making, the previous studies show that this type of education has made definite contributions in the general education program for both boys and girls. It may be mentioned that visual aids help in advancing such programs, and in addition, they offer evidences of progress.

CHAPTER III

PROCEDURE

The writer secured from the former Supervisor of Rural Education in Waller County information relative to the location and possibilities of reaching the rural schools. It was also necessary to secure a list of the schools from the County Superintendent, and obtain her permission to visit and obtain data from these schools.

The survey sheet was constructed so that various areas of individual and family life education could be checked by the writer, and other phases could be added whenever it became necessary. Among the areas of education for family living considered for the study were foods, clothing and grooming, family relationship, child care, consumer buying, home care, health and the management of time and money. (See Appendix, Exhibit A.) These areas of learning were studied from the viewpoint of their correlation with other subject matter as arithmetic, spelling, and reading. In addition to the spaces provided for such general information as the name of the school enrollment, the presence of vocational departments, the survey blank provided space for recording visual evidences which would confirm teacher statements concerning the execution of a functional program in family life education.

The schools included in the study were all of the Negro public schools of Waller County, Texas. They were Sam Schwarz (Hempstead), Prairie View, Waller, Silent Grove, Bob Burton, Samuels, Samuel Clemons, Post Oak, Brookshire, and Pointer schools; Prairie View University and Nursery school.

The writer made unannounced visits to the schools to obtain the

data. Before any attempt was made to visit the classrooms for interviews and observations, the writer explained the purpose of her presence to the principal, and obtained his or her permission to visit with each teacher in the school. The visits to the various classrooms lasted from twenty to sixty minutes each, and the length of time devoted to each school depended upon the amount of information and evidences available, the number of teachers in the school, and the type of classroom activity that was in progress at the time of the visit. Conferences were held with each teacher concerning the functional program in family living, during which time questions were asked and notes were recorded on the survey sheet and check sheet. Classroom teaching was observed during the visit to determine methods used in the correlation of the functional information with subject matter instruction; visual aid materials were noted also as supporting evidences that family life education was included in the teaching-learning situations.

The nursery school was visited and studied much in the same manner as were the primary and elementary schools. The writer interviewed the teacher and made observations of the children who were at play. The obtained data were recorded on the same type of survey sheet as was used for the secondary schools.

The method used for obtaining evidences on the university level was different from the one used for the lower levels. Many of the courses which contributed to education for family living were offered during another semester, therefore, it was necessary to select courses which from the description in the catalogue seemed to make some contribution to one or more of the areas listed on the checking device. The outlines of these university courses were secured from the Directors of

the Divisions of Home Economics, Arts and Sciences, and Agriculture.

A study of the data showed that in an effort to collect all that might have had bearing upon the study, some materials were on hand that seemed to have no relationship to the problem, and were, therefore, discarded.

The data were tabulated and discussed according to levels of learning, and were later summarized. Conclusions and recommendations were also made which were believed to have been necessary in regard to existing rural community problems. A recommended program was offered in the form of nutrition education for primary and elementary pupils.

TABLE I

Partial Enrollment For Teachers In Schools Studied

Name of School	April Enrollment	Number of Teachers	Average Enrollment Per Teacher
Box Springs	175	3	58.3
Ardenwood	100	2	50.0
Palmer	80	2	40.0
Peart Oak	40	2	20.0
Viridia View	120	5	24.0
San Antonio	140	12	11.6
Sanville	30	1	30.0
General School	21	4	5.25
Albany Woods	25	2	12.5
Shaler	21	1	21.0
Total	1,000	36	

CHAPTER IV

FINDINGS AND DISCUSSION

The procedures used in making the study varied for the university and the other schools in the county, therefore, the areas are treated separately, the elementary and high schools being considered first.

A study of the data regarding the elementary and high schools in Waller County, Texas, revealed considerable information concerning the kinds, types, and sizes of schools for Negro pupils. Table I shows that there were ten schools, and that the number of teachers ranged from the one-teacher schools, in the cases of Waller, Silent Grove, and Samuels to the schools in larger populated centers such as, Hempstead (Sam Schwarz) where there were thirteen teachers, and Prairie View, where there were nine teachers. In other words about 50 per cent of the teachers in the entire county were located at Prairie View and Hempstead.

TABLE I

Pupil Enrollment For Teachers In Schools Studied

Name of School	Pupil Enrollment	Number of Teachers	Average Enrollment For Teacher
Bob Burton	126	5	25.2
Brookshire	185	6	20.83
Pointer	65	2	32.5
Post Oak	40	2	20.0
Prairie View	129	9	14.33
Sam Schwarz	340	13	26.15
Samuels	58	1	58.0
Samuel Clemons	91	4	22.75
Silent Grove	25	1	25.0
Waller	31	1	31.0
Total	1,090	44	

Figures show that the average number of teachers per school was less than five (4.4), however, it is more meaningful to note the actual number of teachers for each school and to consider at the same time the pupil enrollment along with the number of teachers. This may be seen in Table I also.

It was interesting to note the pupil enrollment was greatest at Sam Schwarz High School where there were 340 children enrolled. It is to be remembered that the Sam Schwarz school employed the largest number of teachers of any of the schools. The enrollment at Brookshire was 185, and at Prairie View and Bob Burton schools the pupil registrations were 129 and 126, respectively. The lowest enrollment was found at Silent Grove, a one-teacher school where there were only 25 pupils. Altogether, there were 1,090 Negro children enrolled in the Waller County who were taught by 44 teachers, which gives an average for each teacher, of approximately, 25 children. Several schools deviated greatly from the average, however, for example, Samuels, one of the one-teacher schools, with an enrollment of 58, and Prairie View, a nine-teacher school, with an enrollment of 129.

It may also be interesting to note that only 3 of the 44 teachers employed in the county were men, and these three, one of whom was principal, were found at Sam Schwarz High School, Hempstead, Texas.

It was found that the number of grades taught varied considerably for the schools. Two schools had twelve grades, two others had eleven, two offered instruction to eighth and ninth year, two others taught the seventh, while the other two proceeded to the fourth and fifth grades, respectively; as may be seen in Fig. 1.

Name of School	Grades Taught											
	1	2	3	4	5	6	7	8	9	10	11	12
Bob Burton												
Brookshire												
Pointer												
Post Oak												
Prairie View												
Sam Schwarz												
Samuel												
Samuel Clemons												
Silent Grove												
Waller												

Fig.1 Number of Grades Offered in the Waller County Negro Schools.

Information was secured from the Principal of the Samuel Clemons school to the effect that the school normally offered training from the first through the tenth grades, but because there were no tenth grade pupils this year, the instruction had stopped at the ninth grade level.

It may be assumed, however, that the higher grades were offered in only five of the schools and not in the others, as is shown also in Fig. 1, because (1) each of these schools (Sam Schwarz, Prairie View, Bob Burton, Brookshire, and Samuel Clemons) were located within communities with greater populations, and (2) because these schools were consolidated. Four of the other five schools were located in more isolated areas, and the other school, Waller, although located in the town of Waller, had only five grades. The pupils when finished with the grades offered at the Waller school traveled daily by bus to the Prairie View School. The same was true in the cases of the Silent Grove children, who later attended the Bob Burton School; the pupils from Pointer, who after

graduation there, enrolled at Brookshire, and the Samuel Elemons School provided instruction for the children from the Samuel and Post Oak Schools. The Post Oak School was within itself a consolidated school of the Patterson District, (See Appendix, Exhibit C) although it only offered grades from the first through the eighth.

The data obtained for the study indicated that some type of functional information for individual and family living had been or was being offered at that time in all of the schools, though the distribution of information according to areas showed certain variations. For example, Table II shows that health and family relationship seemed to have been touched on most often by the pupils and teachers, whereas child care received small consideration. Some of the reasons for the lack of references to the care of children as was evidenced by a number of teachers was that it was generally felt that that area was of more concern to home-making teachers and very little information could be efficiently offered otherwise as an outgrowth of subject matter classes. There were also,

TABLE II

Ranking of Areas of Family Life Education
Included in the Study

Areas of Family Life Education	Total Check Counts Received
Health	469
Family relationship	459
Foods	250
Clothing	216
Management: time and money	200
Home care	193
Child care	52

other teachers who stated that although small children were enrolled in school and were cared for while there only instructions as how to treat the small child was given to the older pupils.

The data obtained for each school shall be discussed separately in the pages to follow. However, it may be well to note that Table III shows the ranking of these schools as to their offerings of practical information for everyday living. The total check counts (column 4) represent the number of times that any area of home life education was recorded on the check sheet. The checks were recorded whenever an item was brought out during the teaching period by the teacher or pupil during conferences and classwork, and during the writer's interview period with the teacher.

TABLE III

Amount of Time Spent in Interviews by Schools
And Number of Checks Recorded by Areas

Name of School	Number of Teachers	Approximate Time For School Visit	Check Counts Per School
Prairie View	9	5 hrs.	313
Bob Burton	5	4 "	271
Sam Schwarz	13	5 " 30 min.	239
Post Oak	2	40 "	190
Samuel Clemons	4	2 " 30 "	188
Brookshire	6	3 " 20 "	152
Silent Grove	1	30 "	130
Pointer	2	1 "	129
Samuel	1	20 "	112
Waller *	1	1 "	95
Total	44	24 hours	1839

* Two Prairie View University Student Teachers were in charge of all classes, and were also interviewed.

The Prairie View, Bob Burton, and Sam Schwarz schools were found to have ranked higher in their functional programs which offered training in solving problems of every day life than any of the other schools, whereas the Samuel Clemons and Waller schools ranked lower than did the others, according to actual check counts. This does not necessarily mean that the former schools' functional program could not have been improved upon nor that the other schools were impossibly low with their results. It is of vital importance then to note again the number of teachers interviewed at each school, since the number of persons contacted on each school faculty had considerable influence on the number of responses recorded on the check sheet. If for instance one noted that Prairie View received 313 check counts and Waller only 95, one might conclude that the former school offered much more information than did the latter, which is not necessarily true. For if one considered the fact that the Prairie View school had nine times as many teachers (or even four times as many teachers, if one considered the two Prairie View University student teachers who were in full charge of classwork at Waller) and about four times as many pupils as Waller had, one would realize that the Waller school ranked proportionately much higher. Therefore, it must be remembered that the variations of total check counts for each school were caused, to some extent, by certain other factors not necessarily related to instruction.

Approximately twenty-four hours were spent by the writer in visiting the public schools, and the exact amount of time spent at each school is shown in Table III. The amount of time spent in each classroom varied for several reasons, chief among which were (1) the amount

of material and information available in the classroom, (2) the type of activity that the class was engaged in at the time of the visit, and (3) the number of teachers at the school to be visited.

The data secured from the elementary and high schools shall be discussed in two sections: the first of which will deal primarily with family life education as correlated with the school's core curriculum, and the second will deal with information secured from the vocational departments.

The highest number of check counts were received at Prairie View, therefore, its offerings of functional information pertaining to individual and family living shall be discussed first.

TABLE IV
Family Life Education as Offered
At Prairie View

Areas of Family Life Education	Checks Per Area
Family relationship	70
Health	65
Clothing and grooming	56
Foods	43
Management: time and money	40
Home care	36
Child care	5
Total	313

Table IV shows the areas in which home and family life education were divided on the check sheet, and the number of times the different areas were brought into the classroom instruction by teachers and pupils. Most of the areas were given noticeable consideration during the

time of the writer's visit. That area concerned with care of children received small consideration at that time. According to the data obtained the Prairie View school gave consideration to all phases of family relationship and especially the part that cooperation played in family welfare. It was interesting to learn that the pupils were graded daily on their cooperative abilities and efforts just as they were graded for other phases of their classwork. The area of health, with emphasis on prevention of diseases, was studied and discussed particularly in the elementary and intermediate departments, and was incidental information in some phases for the high school group, especially growing out of the general science classes. Consideration to the phases of clothing and grooming was found to be most prevalent in the third through the eighth grades. Hand-sewing, with decorative stitches, was done by pupils of the fifth and sixth grades, and many of these hand-made articles were used as Christmas gifts. The children also used commercial dress patterns and renovated garments. The area of clothing and grooming, as was discussed by other groups in the school, dealt with such topics as: dressing for occasions, body cleanliness, and the use of cosmetics and hair accessories. Some instruction about food was included in all classes and took the form of elementary nutrition, what to eat, table etiquette, and marketing. One teacher related that the pupils used the grocery store advertisements which were printed each Thursday in the newspapers and from these meals were planned, market orders were worked out, and finally purchases were made at their own play food store. This was developed as one method of studying and learning about meal planning and marketing. Management of time and money

was given more consideration in the seventh and eighth grades than in any of the other grades, on the day of the visit, though discussions and work on budgeting, sharing in earning the family income, and banking were included in the first through the fourth grades. Care of the home was discussed in all of the elementary grades with emphasis on appreciation of the art principles, color scheme selections, and cleanliness. The arrangement of furniture according to scale was correlated with the tenth and eleventh year mathematics. Consideration to exterior beautifications and cleanliness was given in the ninth grade economics class. The area given least attention on the day of the visit was that of child care, as previously stated. However, what was done was integrated with biology in the eleventh and twelfth grades. Especially was an attempt made to correlate it with the study of animal care, and their young.

There was an abundance of visual evidences that a functional program in life education was in progress at the Prairie View elementary department, although little was found at the high school level. In the first grade room a play house about four feet high had been constructed and equipped with appropriate furnishings, such as a studio couch-bed combination, a chair, table, telephone, and pictures. Some of the other evidences found were: an animated picture show, on "sharing home responsibilities;" health posters, picture dictionary for children, and posters on disease carriers. Supplementary material available was such as pamphlets on disease, care for plants, story books, free publications, Weekly News, Review, Newsweek, and newspapers. The high school used the W. R. Banks Library of Prairie View University for source materials.

TABLE V
Family Life Education As Offered
At Bob Burton

Areas of Family Life Education	Checks Per Area
Foods	66
Health	65
Family relationship	48
Clothing and grooming	34
Management: time and money	28
Child care	20
Home care	10
Total	271

The Bob Burton school received the next largest number of checks for its references made to phases of home life education, on the day of the visit. It was found that there was more emphasis placed upon foods, as may be seen in Table V. Although this area was discussed almost exclusively in the lower grades, the upper grades participated in the planning, preparation, and serving of the school hot lunch; with each grade working one class period each day. Most of the phases of health that were listed on the check sheet were included by all grades from the first through the eighth, with the exception of home care of the sick and first aid which were studied by the seventh and eighth grades only, at the time of the survey. Family relationship, with emphasis on pupil attitudes, cooperation, rights and privileges of others, was generally discussed in all classes. Clothing and grooming was considered mostly from the viewpoints of appropriateness in dress, use of cosmetics and hair accessories, laundry, care of clothing, and

cleanliness of body. It was found that no sewing was done by any of the pupils at the school at that time. Management of time and money was considered more on the basis of budgeting and saving than from any other angle. This was particularly applicable because most of the children had earned their own money by picking cotton and gathering pecans, and the idea of saving had been thoroughly stressed. The phases of disease prevention and sleeping habits of children seemed to have been the two points under care of children studied, and this was developed with the pupils in the lower grades. No other phase of home care was considered with the exception of that concerned with cleanliness. There had been organized at the school a 4-H Club, under the direction of the Waller County Home Demonstration Agent, through whose program the pupils participated in home improvement projects.

The visual evidences found were posters on nutrition, adequate breakfasts, food calories and values, the four corners of a square meal, and teeth care. The supplementary materials used were magazines, pamphlets, reference books, Digests, Current News, Instructor, and the small school library.

The Sam Schwarz High School rated third place according to check counts given in the study of family life education. Family relationship was given primary consideration above the other six areas studied, as is shown in Table VI. Most of the attention devoted to this area was offered in the second, third, and fourth grades, however, it was correlated with information growing out of the high school pupils' study of economics and mathematics. Health was taught as subject matter material from the first through the fourth grades, and in the eighth

TABLE VI

Family Life Education As Offered
At Sam Schwarz

Areas of Family Life Education	Checks Per Area
Family relationship	84
Health	55
Home care	41
Clothing and grooming	27
Management: time and money	19
Foods	13
Child care	0
Total	239

grade, but was applied as functional information in high school economics and science classes. Of primary importance in the area of home care were the phases of exterior beautification, cleanliness and room decoration, which were stressed particularly in the upper grades. Clothing, with attention focused upon the phases of appropriateness in dress, and the use of cosmetics and hair accessories, was included in the instruction offered to the first through the fourth grades, and the use of cosmetics was emphasized to high school pupils by the economics teacher.

Very little consideration was given to the study of time and money management other than through the mathematics classes. Information on care of young children was not touched upon at all, the day the survey was made.

The primary rooms had a wealth of visual aid material on family life education. The posters pertained to living on the farm, household

duties for each day, happy family, making a play house, and others. An animated movie showed pictures entitled "our little housekeepers."

There was an assortment of story books available, one of which was a book representing an enlarged duplication of the first year primer. In other rooms, there were posters showing what to eat, health booklets, a first aid cabinet, room thermometer, and other posters on health and foods. The third grade pupils made individual posters on family life and safety. In their room, also, was a poster entitled "Health House," which contained various nutritious foods. Another poster entitled "Follow This Highway," attempted to show the relationship between the home, school, and church. Other posters found in the high school rooms dealt with desirable and attainable standards in grooming, better babies, food and skin, and safety first.

TABLE VII

Family Life Education As Offered
At Post Oak

Areas of Family Life Education	Checks Per Area
Health	53
Family relationship	48
Home care	27
Clothing and grooming	24
Foods	21
Management: time and money	13
Child care	4
Total	190

The Post Oak school offered more information on health than on any other area included on the check sheet, as may be seen in Table VII.

In addition to classwork, this area was further considered through the pupils' organized Safety First Club, in which they studied and discussed the rules of safety that one should observe at home, at school, and on the highways. Each phase of family relationship, with the exception of the one concerned with creating cheerful home atmospheres was studied by all pupils. Home care received emphasis in dealing with cleanliness of the home and exterior beautification. As an outcome of discussions it was found that marketing and table etiquette were considered more than any other phase of foods. Clothing and grooming discussions dealt with such topics as the use of cosmetics and hair accessories and body cleanliness. Management of money was incidental information growing out of the study of arithmetic. Child care was included from the standpoint of protecting young children while at school.

The writer found no visual evidences that the functional program existed, but the teachers did have available some supplementary material such as the Grade Teacher, American Childhood, Every Week, Weekly News, Our Time and Current News.

Table VIII shows the rankings of the seven areas as were found at the time of the visit to Samuel Clemons school. The first area in rank was that of health, which was discussed from the standpoint of many of its phases, and was included especially in the grades four to nine. The first and second grade pupils studied body cleanliness, elimination, disease prevention and care, and disease carriers. Family relationship was stressed by pupils and teachers of the third, fourth, seventh, and eighth grades, and was used as important incidental information for the other groups. Foods was considered mainly from the viewpoints of nutri-

TABLE VIII

Family Life Education As Offered
At Samuel Clemons

Areas of Family Life Education	Checks Per Area
Health	55
Family relationship	43
Foods	28
Clothing	22
Home care	19
Management: time and money	18
Child care	3
Total	188

tion, table etiquette, and marketing, and was discussed specifically in the grades from the fifth through the ninth. The only laboratory work done was by the eighth and ninth grade pupils, who participated in preparing food for the hot lunch. The fourth through ninth grades made and embroidered dish towels. This was the only experience found in relation to clothing, with the exception of some discussion on personal appearances. Home care, with accent on cleanliness, was discussed by pupils from the fourth through the ninth grades. There were no references to the area concerned with care of children on the day of the writer's visit.

The school had a small library of reference books and several magazines, such as Southern Agriculturist, Grade Teacher and Life were available. Other illustrative materials consisted of hand-made rhythmic band instruments, a first aid box, working tools, posters on food elements, causes of toothache, the foods needed everyday, care of animals,

picture dictionary, study tables and chairs.

TABLE IX
Family Life Education As Offered
At Brookshire

Areas of Family Life Education	Checks Per Area
Health	41
Foods	30
Family relationship	28
Management: time and money	25
Clothing and grooming	15
Childcare	8
Home care	5
Total	152

The Brookshire school stressed health in practically every phase that was listed on the check sheet, and it was taught to all grades with the exception of the second. First aid and home care of the sick were considered less than any other section of health. There is a rather constant decrease in emphasis from the area of health down to the last area listed, as is shown in Table IX. Foods, for the most part, was discussed from the viewpoint of nutrition and was correlated with units in English and health. Family relationship was included as instruction to promote good citizenship on the school campus. The third and fourth grades studied and discussed most of the phases of management, while the high school civics and mathematics pupils and teacher used the area as related material to their subject matter. Clothing and grooming was emphasized through the discussion of dressing appropriately for occasions, selection of colors in dress, laundry care,

use of cosmetics and hair accessories, and bathing. Body cleanliness was stressed in all grades, whereas, the other phases were considered by the third and fourth grades. Child care was discussed as related material to the health and biology classes. Least consideration was given to home care as it was related to home cleanliness.

There were few, if any, visual evidences found in the classrooms. There were small pictures on safety, but no posters nor bulletin board materials to indicate that family life education was a functional part of the school program; neither was there any supplementary material at that time. When this situation was commented upon, one teacher stated that such material was not provided by the school board, and that what they used had to be provided by the teachers themselves.

TABLE X
Family Life Education As Offered
At Silent Grove

Areas of Family Life Education	Checks Per Area
Health	51
Family relationship	49
Management: time and money	16
Clothing and grooming	7
Foods	7
Child care	0
Home care	0
Total	130

The Silent Grove school held more discussions on health and family relationship than was done on any other area, as is shown in Table X. These two areas, including every phase as listed on the

check sheet, were taught to all children. Management was considered in the fourth through the seventh grades, and pertained to instructions on purchasing habits, record keeping, and helping to earn the family income. Foods and clothing were discussed incidently, and very little. Child care and home care were not mentioned as such on the day of the visit.

Very little illustrative material was available, although a few posters pertaining to safety and foods were on the walls. The magazines used were the Grade Teacher and the Instructor.

TABLE XI
Family Life Education As Offered
At Pointer

Areas of Family Life Education	Checks Per Area
Health	31
Family relationship	30
Foods	23
Management: time and money	19
Clothing and grooming	10
Home care	9
Child care	7
Total	129

Pointer showed more concern for the areas of health and family relationship, respectively, than they did for any other areas on the day of the visit, as may be seen in Table XI. According to the data this school showed a definite interest in the health of its pupils, and discussed each phase in the regular health classes, including disease prevention and disease carriers as additional information for

the younger pupils. Family relationship was also a generally discussed area in all grades, but was offered with emphasis on good citizenship at school. The facts about good nutrition were of concern to the pupils and teachers, and this information was derived from and discussed generally in connection with the study of health. Management of time and money dealt mainly with purchasing habits and saving, and was discussed from the fifth through the seventh grades. Clothing and grooming and the area of home care were emphasized particularly from the viewpoint of cleanliness of the body and sanitation of the home. Child care was stressed from the standpoint of securing the assistance of the older children to help protect and respect the rights and privileges of the small pupils at school. This was unusual interpretation and gave basis for immediate application of what was learned.

The supplementary materials available at the Pointer school consisted of a small library, recent magazines, such as Current News, Grade Teacher, Instructor, Red Cross pamphlets, and newspapers. Among the wall displays were posters on good foods, foods and health, safety first, care of teeth, fruits, and good citizenship.

The check counts for the areas of family relationship and health received more consideration than any other area on the check sheet at Samuels as is shown in Table XII. All phases of family relationship were included and taught to all grades. Home care of the sick and first aid were taught only to fourth and fifth grades, but the other phases listed under health were taught to all of the children. Only the fourth and fifth grade pupils studied about decoration of the home, whereas, home care was considered in all grades from the viewpoint of exterior

TABLE XII
Family Life Education As Offered
At Samuels

Areas of Family Life Education	Checks Per Area
Family relationship	28
Health	26
Home care	16
Management: time and money	12
Clothing and grooming	10
Foods	10
Child care	0
 Total	 112

beautification and cleanliness. All phases of management were discussed especially in the fourth and fifth grades. Although daily care of the body was included in all grades, only the third, fourth and fifth grades participated in making hand-made articles, such as towels and table scarfs, and decorated them with embroidery. They also discussed laundry care of clothing and the appropriate use of cosmetics and hair accessories. Foods was discussed in the third, fourth and fifth grades. No mention was made of care of children on the day of the visit.

The visual evidences found at Samuels consisted of posters on care of teeth, and food charts. The Grade Teacher, Instructor, and Red Cross pamphlets were used as supplementary material. It is necessary to note that although no mention was made of care of children in discussion, there were some posters on that area.

The Waller school, whose classes were being taught by two Prairie View University student teachers, offered family life education in all

areas listed, but received the lowest total count of any of the schools studied, as may be seen in Table XIII. All phases of health and family relationship were discussed with each grade. The facts concerning foods originated in the health classes. Marketing was experienced by some of the older boys who were sent to make food purchases for the hot lunch room; whether or not other pupils got similar experiences on other days is not known. Clothing and grooming, as well as home care,

TABLE XIII

Family Life Education As Offered
At Waller

Areas of Family Life Education	Checks Per Area
Family relationship	31
Health	27
Foods	11
Clothing and grooming	9
Home care	8
Child care	5
Management: time and money	4
Total	95

were included for all grades, and primarily from the viewpoints of cleanliness of body and sanitation of the home. Child care was related information to, and discussed in the health classes. Management of time and money as concerned with improving purchasing habits was taught in the first and second grades.

Very little related visual evidence was found in the beginners' room, other than a few posters on good foods. There were, however, some small toys, and a sand-bed. In the other classroom, there was an at-

tractive play grocery store with a variety of labeled cans and food cartons on the shelves. It was surprising to note, however, that the teacher and pupils failed to make use of the store as a practical teaching-learning feature on the day of the visit. There were posters on the wall depicting foods for health, especially fruits.

The preceding discussion has been confined primarily to the functional information on family life education which was correlated with the study of the tool subjects in the elementary and secondary schools for Negroes in Waller County, Texas. The following discussion shall deal with data pertaining to the vocational departments in two of these same schools. It may be noted that one non-vocational department in the county is also discussed in this section.

It was found that three vocational and one non-vocational departments were operating within the county, at the schools shown in Table XIV. They were homemaking and agriculture at Sam Schwarz, homemaking at Prairie View, and non-vocational homemaking at Brookshire.

TABLE XIV

Homemaking and Agriculture Departments
For Negroes in Waller County, Texas

Name Of School	Homemaking	Agriculture
	Offered in Grades	Offered in Grades
Brookshire	7-12	
Prairie View	9-12	
Sam Schwarz	9-11	9-12

In addition to the study of the subject matter material, as it

tentatively outlined in the State Course of Study for Homemaking and Agriculture, the vocational departments have attempted to aid youth, as well as adults, in developing intellectually and progressively in the various areas concerned with everyday living. It was found that each of these vocational departments provided instruction in, and provisions for such activities as canning and other methods of food preservation, and cutting and curing meat. Each of the teachers, homemaking and agriculture, had organized adult classes and home visits were made as integral parts of their programs.

The pupils, who were enrolled in the vocational classes, carried on home experiences and projects, which had been selected and carried through to completion by the pupil under the guidance and supervision of the instructors, and with the permission and help of the parents.

The agriculture department made use of its National Defense equipment by offering its pupils training in farm shop education. The equipment was secured when the National Defense course was instituted at the school, but since that program has gone out of existence the tools and implements have become property of the vocational agriculture department. Among the types of practical jobs performed were sweep sharpening, wagon wheel repairs, farm machinery repairs, step cutting, furniture repairs, and many useful experiences. Baby chicks were also cared for in a battery of brooders, which was owned by the agriculture department.

Relative to the survey sheet, it was found that home improvements were common practices of the department. Experiences were available through pupil participation in jobs performed, such as step repairs, house painting, window replacement, and landscaping. Through such ac-

tivities cooperation and individual responsibilities were developed.

Consumer education and management was another area with which the agricultural pupil was vitally concerned, especially where it dealt with record keeping and management of time and money. Through their farm projects, the boys raised and sold livestock, thereby earning money and keeping progress and financial records. Many of their undertakings of the phases of consumer education and management were involved in the agricultural farm projects.

The homemaking department at Sam Schwarz High School carried on all the activities that were listed on the check sheet, although certain phases of information were stressed more in some grades than in others. Some phases of foods, clothing and grooming, family relationship, and health were studied by all three classes (9-12), whereas, child care and management were taught in the tenth and eleventh grades, and home care was studied in the eleventh grade.

At the time of the writer's visit to Sam Schwarz, the girls had undertaken the job of painting the girl's rest room. Each girl selected a job to perform in connection with the activity. The painting provided simple but useful practice in home improvement, and in the meantime offered opportunity for cooperation and the development of appreciation for individual responsibilities.

There were several posters and charts on the walls of the home-making classroom, among which were time tables for food preservation, foods for good nutrition, beef and lamb charts, victory slogans, and a chart on child care.

It was also found that the agriculture and homemaking departments carried on joint programs, through which effort the boys and girls worked

cooperatively on various problems and projects common to individual and home living.

The Prairie View homemaking department stressed family reationship, health, and some phases of foods in the ninth through the twelfth grades. The area of child care was considered a part of the instruction in the upper grades - tenth, eleventh and twelfth. Although consumer education and management was offered in some form to all classes, it was found that the twelfth grade studied each of the phases of that area, as they were listed on the check sheet. Home decoration was of major concern to the eleventh grade, as well as the twelfth, though all of the pupils participated in the decorative improvements of the homemaking cottage.

The homemaking pupils had used a part of the money which they had raised in their annual N. H. T. Sweetheart Contest to buy furniture and furnishings to complete their cottage living room.

One class of boys also studied homemaking, and among their selected areas for study were art, certain phases of clothing, gardening, and the preparation of simple foods.

There were in the department many magazines for teacher and pupil use. They were: What's New In Home Economics, What's New In Nutrition, Seventeen, Practical Home Economics, Better Homes and Gardens, American Homes, McCall, and free distributive material which had been secured from the educational service of one of the journals.

There were posters on the walls concerning nutrition, hygiene, child care, and clothing, also illustrative materials on seam and placket construction. Other evidences were storage boxes which had been covered

and labeled by the pupils, and stenciled materials, such as baby bibs, napkins, water glasses, and many others.

Although the Brookshire school did not have a vocational department it did offer non-vocational homemaking. The areas of clothing, foods, and family relationship were found most prevalent among the study for this group. The teacher used the State Course of Study for Homemaking as a guide for teaching such subject matter, and various related magazines and publication as aids in developing the program. Some of the magazines used were: the Journal of Home Economics, Practical Home Economics, What's New In Home Economics, and Our Home. Three large scrap books, which were made by the teacher and pupils, were available. The first of these was on clothing, and consisted of samples of materials with written explanations of wearability and laundry care. The second was entitled "Dress for Occasion," and in it were pasted large size pictures in full color of young ladies' wearing apparel. These pictures were classified according to occasions on which they could be appropriately worn. The third scrap book was on nutrition, and consisted of various menus, suggested foods, pictures and names of cuts of meat, sugar saving suggestions and recipes, full color pictures of various foods, and in the back of the book was a list of questions and answers on nutrition.

It has been previously stated that the method used for obtaining evidences on the university level was different from the one used for the lower levels. Because of the fact that all courses having materials which might contribute to education for family living were not taught during the semester in which the study was made, it was deemed advisa-

ble to select the courses which from the description in the catalogue, seemed to make a contribution to one or more of the areas listed on the checking device.

A study of the college catalogues and their course descriptions, and later a study of the teachers' outlines for these courses, showed that certain ones offered materials which were related to family living. Each of these courses, the outlines for which indicated that instruction in individual and family life education was taught has been listed and are briefly discussed.

Home Economics 113 - Orientation, a course for first semester freshmen home economics students, contained much material which the writer thought contributed materially to individual and family life education. The course dealt with the problems of social adjustment of the college student; budgeting of time and money; grooming; and choosing one's life work. A similar course, Psychology 103, is also offered to all freshmen men and women enrolled in the other divisions of the university.

Foods offered for the second, third and fourth year home economics students, was aimed toward the development of individual ability to plan prepare, and serve adequate meals, so that good individual and family food and health habits would be encouraged. It was found that the instruction was aimed toward the development of appreciations, knowledge, habits, and skills. The attainment of these desired goals was more assured through the provision of laboratory assignments and performances. The course in Foods and Nutrition were required of all home economics and nursing education students, and elected by women students enrolled in the Arts and Sciences Division.

Clothing, which was offered to home economics students at each of the four year levels, was found to be concerned with personal grooming; clothes in relation to health; clothing and accessories for all occasions; and becomingness and cost of clothing. The fundamental principles of sewing involved both machine and hand sewing techniques. Through laboratory performances the courses aimed at the development of skills in, and appreciation for, the use of patterns, pattern adjustments, draping, cutting and fitting, the use of machine and its attachments, the setting up of exhibits and giving demonstrations. The clothing courses were required for home economics students and were elective courses for Arts and Sciences students.

Art 112 or Elementary Design, was offered in relation to the home. The major aim of the course was to aid the student in developing and maintaining an appreciation for beauty in the home, by making it livable and attractive. Among the points of information planned for the course were the principles of art, and problems which students were likely to encounter in planning, and arranging furniture and furnishings in homes, and in everyday life. The course is offered to first year students enrolled in the Home Economics Division, and to men and women of the Arts and Sciences Division as an elective course.

House 403 - Home Management Residence provided experiences in group living, during which time six women students resided for a period of six weeks in the home management house, and performed the various duties of homemaking. The purposes were: the development of an appreciation of the various kinds of knowledge with which a homemaker should be equipped, the development of wholesome and scientific attitudes toward

common tasks, and the desire to cooperate with family in expenditures, so that each member of the household might receive a fair share.

The educational values to be derived from residence in the home management house are obtained from the study of human relationships, material resources, insistent daily needs of the family, and the management and performances of homemaking activities. Living in the house aims to provide concrete and realistic experiences that are definitely related to the quality of family living.

Mechanic Arts 233 or Household Mechanics was offered to better prepare individuals to care for incidental repairs and improvements commonly needed in the home. This course was found to be functional in that it afforded logical experiences in such areas as woodwork, electrical repairs, plumbing, refinishing furniture, wall paper hanging, and automobile mechanics. Many miscellaneous items were included for the development of skills, as the soldering of kitchen equipment, sharpening of knives, and the oiling of various tools and electrical appliances. The course in Household Mechanics is a requirement for home economics students and is an elective course for Arts and Sciences students.

House 463 or Home Economics Agriculture was found to have dealt with the study of poultry, dairying, vegetable gardening, veterinary science, horticulture, and landscaping. This course was offered for those students who were enrolled in the Home Economics Division. Similar courses were also offered for men students majoring in Agriculture.

Economics 203 - Survey of Economics included as its purposes, in relation to family living, such aspects as would improve consumption

habits and the use of family, such aspects as would improve consumption habits and the use of family finances; thereby, to assist individuals and families to secure a more satisfactory level of living. Consumer problems and problems of production and marketing were also included in the course. This course was offered to Home Economics students and to those students enrolled in the Arts and Sciences Division.

Home Economics 403, Agriculture Education 426, and Apprentice Education, which are commonly called student teaching, were phases of individual education which differed from the forestated material in that it dealt with the preparation of the student for professional entry. The student teaching course provided experiences of teaching in some designated community for a period of nine weeks. The purpose of the course was to provide situations so that the student teachers could acquire knowledge necessary for the management of a classroom, and would have an opportunity to become acquainted with other agencies in the community as a teacher. This type of training, in relation to everyday living, affords an opportunity for the development of poise, resourcefulness, and originality. The off-campus student teaching also helps the individual to acquire a sense of independence and initiative.

Sociology 323 - The Family, a course which was concerned with aspects of courtship and marriage, also dealt with the functional aspects of family living. The course was outlined to include discussions based upon the family - its structure and functions; historical developments; significant aspects of the family; and family organization and disorganization. The pertinent aim of the course was to encourage more desirable attitudes among the students toward courtship and family living.

Sociology was a required course for all home economics and social science majors, and was an elective for other students.

House 313 - Household Administration provided for the study of the home in relation to family plans and choices, the arrangement and design, cleaning, finance, and the construction of household articles or reclaiming old articles for the home. The objectives were designed to develop an understanding of housing standards for the welfare of the family and to develop appreciation of simplicity and management which allow more leisure for family members. This course is required for junior home economics majors.

Parental Education was found to be offered in two sections: Discussion (Parental Education 413) and Observation (Parental Education 401) of young children. The discussion class was concerned with the mental and emotional development of the preschool child; for the development of an appreciation for, and an understanding of, children and their activities, needs, and social problems; all of these in relation to the philosophy of parent education.

Through observation of the nursery school children, the course offered opportunity for the university student to study the preschool child at close range. A few of the objectives of the Nursery School were: to enable the university student to become acquainted with various types of children and to learn to appreciate their individual differences, and to develop an ability to deal with various adjustment problems of children.

The Nursery School, located on the Prairie View University campus, and a part of the Home Economics Division, had an enrollment of twenty

children. It was found that the Nursery school children received training which was considered as vital to family life education. Through their play activities and their use of toys and other play equipment they received a certain sense of responsibility. For example, while the writer was visiting the school, the time came for the children to go home. Upon the announcement, from the teacher, that it was closing time, the pupils began to replace toys in their proper places. Another example of pupil activity occurred after the teacher had helped in cleaning the playroom. A little girl noticed that there was sand on the floor beneath the sand bed, and immediately obtained a small broom and brushed the sand into a pile, and then picked it up on a dust pan. Such unadvised activities were regarded as evidences that the children had received some training necessary for individual and family living.

As a result of the interview with the Nursery school teacher, it was discovered that the children were taught to respect the rights and privileges of others, through the use of toys. In cases of a limited quantity of a particular kind of toy, and when several children desired to use the same toy, each child's use of the toy was timed so that there would be an opportunity for all to use it. This diminished the child's attempt to possibly intrude upon another child's rights to the toy. That type of training was probably fundamental in the development of cooperation, also. It was obvious that cooperation did exist. To illustrate, the writer noticed three pupils at the sand bed, who were busy preparing a meal, and at the time, they were playing without direct supervision. They moved busily, but quietly, performing their desired tasks

and at the end of the school period they washed the dishes that they had used and stored them without being told to do so.

The Nursery school was found to be sanitary, and clean from the viewpoint of play equipment. The children, as a group, seemed to have been conscious of orderliness for they left most articles in their proper places at closing time.

Among other phases of training offered the children as told by the teacher were : (1) emotional development, which involved the varying temperaments and adjustment problems of children. Such problems were prevalent among children who were not accustomed to playing and sharing with other children. (2) Lavatory training, in which children were taught to be active in either making independent use of the facilities, or notifying the person or persons in charge when the necessity arose. (3) Safety first measures were stressed, especially in regard to crossing streets. This was a necessary measure as many of the children came and went from the Nursery school alone. (4) Observance of rest periods, during which time each child rested on an individual floor mat. The rest period was a phase of the health training for the child. As another health measure, the provisions were made for a mid-morning lunch. This included milk or fruit and possibly a cookie or a cracker.

Among the many toys found in the nursery school other materials of interest were vivid colored picture books, a victrola, story books, child size furniture, animated movie - operated by the turning of a knob or crank, a piano, play ground equipment.

Horticulture was offered to agriculture students at each of the four year levels, although the course varied in objectives. The first

year course offered instruction in general farm gardening and orcharding; the second year, with landscape gardening and orcharding; the third year course dealt with fruit growing, vegetable growing, vegetable gardening, and food preservation; and the course for seniors offered instruction and practice in plant propagation and floriculture.

Animal Husbandry was concerned with types and market classes of livestock; farm poultry, incubation and brooding; feeds and feeding of animals; commercial poultry plant management; farm meats; horses, swine, beef, and sheep production; and incubation and brooding. These courses were prescribed for men students who were enrolled in agriculture.

Dairying, as offered to agriculture students, was concerned with instructions on such phases as farm dairying, domestic dairying and dairy manufacturing.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A study of the offerings of family life education in the Negro schools of Waller County, Texas, was made with the following purposes in mind: (1) to determine whether or not family life education was offered in the Negro schools of Waller County, Texas; (2) to determine the extent to which phases of family life education were included as a part of the teaching-learning situation; (3) to seek teaching methods by which the informal teaching-learning situations were made functional for everyday life; (4) to offer suggestions which might be used in these or similar schools; and (5) to set up a procedure whereby this information may be secured.

A review of related studies, which were made during the years 1936, 1940-1942, revealed that the functional program in family life education had made worthwhile contributions in the general education programs, for both boys and girls.

A check sheet was used to record the data obtained at each of the ten elementary and high schools of Waller County, and at the Nursery school of Prairie View, Texas. The related course outlines at the university level were secured from the Directors of the Home Economics, Arts and Sciences, and Agriculture Divisions.

The findings revealed that there were 1,090 children enrolled in the public schools, who were taught by 44 teachers. The number of teachers per school ranged from 13, in the case of Sam Schwarz, Hempstead, Texas, to three one-teacher schools. The average number of teachers per school was less than five, though many of the school devi-

ated greatly from the average. The enrollment ranged from 31 pupils at one of the one-teacher schools, to 340 pupils at the 13 teacher school. The number of grades offered per school ranged from four to twelve. The average number of grades per school being a little over eight (8.6); with the majority of the schools deviating greatly from that average.

The areas of family life education, included in the study and as was offered in the schools, varied somewhat in their importance to the school teachers and pupils. According to the check counts which were received and recorded at all schools, the areas are listed in the following order: (1) health, (2) family relationship, (3) foods, (4) clothing and grooming, (5) management of time and money, (6) home care, and (7) child care. Again, according to check counts, the total notations made at each of these schools concerning the inclusion of these areas in the teaching-learning situations, indicated that all of the schools offered some practical and functional information for everyday living experiences; but according to the number recorded for each school, the schools were listed in the following order: (1) Prairie View, (2) Bob Burton, (3) Sam Schwarz, (4) Post Oak, (5) Samuel Clemons, (6) Brookshire, (7) Silent Grove, (8) Pointer, (9) Samuels, and (10) Waller.

There were only three vocational departments in the county for Negroes, and they were homemaking and agriculture at Sam Schwarz High School, Hempstead, Texas, and homemaking at Prairie View High School, Prairie View, Texas. There was one non-vocational homemaking department in operation at Brookshire.

It may be concluded from this study, which dealt primarily with

the secondary schools, that although there was some type of functional information offered at all of the schools, there was a definite need for improvement. It is also felt that more consideration should be given to the correlation and integration of subject matter with the functional instruction.

The following recommendations are offered as a result of the study of the Negro schools of Waller County, Texas, and are based on what the writer feels are definite rural community needs. These five recommendations are preceded by problems which seemed to have been generally outstanding in each locality.

Problems:

1. The teaching materials that are available in the rural school pertain largely to tool subjects and are without direct relation to problems of everyday life.
2. The subject matter material needs to be made more flexible, and some rural teachers need guides to make the teaching-learning situations practical.
3. Teaching materials related to experiences of children are limited.
4. The rural school program is not coordinated with the other educational activities.
5. Rural leaders and organizations need to join forces for the promotion of better life and education.

The recommendations which follow may be thought of as helpful suggestions to be used in solving some of the rural school and community needs.

1. New teaching materials for rural educational programs, based upon the life experiences and needs of the rural children, be developed and made available to their teachers.

2. State course of study and other teaching aids be made more flexible so that rural elementary and high school teachers will be encouraged to use initiative and ingenuity in experimenting with new materials of instructions.

3. The rural high school program be revised so as to meet more adequately the needs of the pupils who will not go to college, and the elementary school program be revised for the pupils who will not complete high school work.

4. School and community members establish a closer working relationship by making the school a community center and by keeping it open all year round for community activities.

5. Community leaders make an inventory of the various organizations carrying on educational programs and develop a council on rural life and education to work out a well rounded educational program for the whole community.

CHAPTER VI
NUTRITION EDUCATION FOR THE
FIRST SIX YEARS

Foreword

No factor is of more fundamental importance in a child's well being that is nutrition. Many of the defects, diseases, and the lack of vitality that prevent the well being of individuals can be traced to malnutrition and poor health habits. Since nutrition education is an integral part of the larger health education program, it is deemed necessary that the younger pupils are in need of such knowledge that will make them conscious of their own health and growth. The health status of the child is of utmost importance, and should be a factor of great concern to teachers as well as parents.

The data obtained during the survey of the Negro schools of Waller County, Texas, concerning family life education, revealed that health and foods were of great concern to the primary and elementary school teachers and pupils. Yet, there needs to be incorporated into the general school curriculum a more expansive program for such an important area of life education as nutrition happens to be. However, it must be realized that the functional program should not substitute for the regular subject matter; rather it must supplement it. This can be accomplished through the correlation of practical experiences and information with the various subject matter areas.

The proposed program which follows has been suggestively outlined in detail for the primary (grades 1-3) and elementary (grades 4-6) levels in nutrition education. This program can be made adaptable to many

rural elementary school situations with few if any major changes.

The guiding principles used in planning the nutrition-health program involve:¹ (1) a knowledge of the needs, interests, and abilities of the pupils at each grade level; (2) a broad background in the subject matter of health to draw the materials and instructions and experiences; (3) an understanding of the existing school organization and administration and of the present curriculum in the basic subject matter fields; and (4) a knowledge of educational objectives and methods and principles involved in curriculum construction, especially as these apply to the fields of nutrition and health.

¹ Lydia J. Roberts. Nutrition Work With Children. Revised and Enlarged Edition. The University of Chicago Press, Chicago, Illinois, 1944. p. 394.

PART I

OBJECTIVES

Primary and Elementary Grades

General Objectives

1. To know and appreciate the relation of food to growth and health.
2. To realize the functions of foods in the body.
3. To recognize nutrients and know the source of each.
4. To know good food habits for children.
5. To make a special study of milk, its values and its place in the diet.
6. To enable pupils to select nutritious foods in the hot lunch room or elsewhere.
7. To plan simple, and low cost menus.
8. To acquaint the pupils with various foods and their sources.
9. To be able to ascertain the food requirements for children.
10. To plan foods that are simple and nutritious for school entertainments.

Specific Objectives

Primary Level (1-3)

1. Interest in food and happy attitude toward eating.
2. Willingness to eat a variety of foods.
3. Development of wholesome habits of eating, elimination, cleanliness, sleep, and rest.
4. Some understanding of the relationship between growth and such factors as food and rest.

Elementary Level (4-6)

1. Some knowledge of the sources, care, preparation and nutritional value of each of the food groupings essential to the well balanced diet.

2. Some understanding of the functions of food in the body.
3. Ability to choose a well balanced meal when the responsibility for doing so is the child's.
4. Enjoyment of a wide variety of food and happy attitude toward mealtime.
5. Appreciation of attractively served food.
6. Some understanding of the importance to good nutrition of these factors, wholesome habits of eating, cleanliness, rest, and elimination.

PART II

PLAN FOR SUCH A PROGRAM

Adapted to School and Community Facilities

In order to make the nutrition program adaptable to school and community facilities certain factors must be considered. The variations in the schools and communities are among the factors to be considered, relative to their conditions and individual needs.

The socio-economic status of the children's families will have an important influence on the teaching of nutrition. For example, the economically privileged children may need only instructions for the development of wholesome attitudes towards foods, whereas, the less fortunate groups may need the provisions of the hot lunch program as the first essential to a sound nutrition program.

The location of the school center and the residence of the children must also be considered, along with the resources of the community and the children's experiences. In many cases it may be necessary for the children of the rural communities to make visits to the small towns' markets to study and become acquainted with foods that are shipped from

other states, and which are not grown in their particular communities. In other instances, the children of the town or city, where food production is less common, may visit the rural areas for the purpose of learning about food production.

The school lunch program is a vital part of the nutrition program. It offers an opportunity for learning through experience, with enough repetition so that habits can be built up. Some times the hot lunch situations vary: children may eat the total noon meal ordered at the school; they may secure foods at school to supplement the lunch brought from home; or they may bring their lunch from home and eat it at school. All of these types of lunches provide possibilities which should be utilized in the teaching of nutrition information and in gaining nutritional experiences.

Age Level Adjustment

There are three primary factors which must be considered in the planning of the nutrition program: namely, developmental interests of the children, their needs, and age level adjustment.

No definite criteria can be set up during this elementary period of the child's learning to state what must be and what must not be taught according to grades. Nevertheless, there are needs, behavior traits, interests, and abilities which are fairly characteristic of each age level and which might also determine what is to be included in the program of any particular locality.

The nutrition education for the primary grades should stress activity or doing, and not on the solution of problems. It is the habits of healthful living and wholesome attitudes toward these habits which

are important aims for both school and home at this period. Through the utilization of the classroom teaching and simple, but helpful experiences in the preparation and serving and eating of foods in the hot lunch room, the child can be taught to develop a desire for better health habits and widening of his appreciation for a variety of foods.

During the elementary period there is an interest among the children to know why they should eat certain foods, and this within itself is essential and advantageous for the promotion of the program. Discussions and experiences concerning nutrition may be developed and correlated with varying subject matter.

Trips, experiments, and investigations are important avenues of learning at this period, to help the child to maintain his interest, and in the meanwhile these added experiences provide methods of solving the questions and problems which might have been stimulated concerning why certain things are done.

Discovering and Meeting Individual Needs

If the nutrition program is to be based on the children's individual needs, then it is necessary that a study be made so that these needs may be determined. The children may fill in questionnaires; health reports from doctors and nurses may be secured; and teachers may make visits to, and hold conferences with, parents at their homes to get a better understanding of the existing nutritional needs and conditions.

Through the study of the survey findings, many common needs may appear. These may be cared for in the general program, whereas, the individual problems will have to be dealt with separately. A child may

work on a special problem, or carry on special activities which have been planned in light of his needs, interests, and abilities. Home activities offer many opportunities for individual experiments and should be included in the plans as a vital part of the program.

PART III

THE PROGRAM IN PROGRESS

The School as a Laboratory

The school has an excellent opportunity to foster a desirable health and nutritional practice for its pupils. It is the school's responsibility to see that children who eat at school have suitable lunches, with adequate facilities and sufficient time for eating. Correct use of the drinking fountain or proper care of individual cups, ventilation and care of the school room, facilities and opportunity for handwashing before eating, provision for relaxation and rest - these are some of the aspects of everyday living which should contribute to nutrition and through which children should learn by doing.

Verbal teaching of the health and nutrition program should be supplemented largely by actual school practice. An activity curriculum provides experiences, and pupil participation in activity inspires progress and stimulates learning. The school should afford a functional laboratory for these pupil activities if the nutrition program is to be an effective one in developing wholesome day by day living.

Integration of Home Living and School Learning

The nutrition program, if it is to be a success, depends almost wholly upon school-home participation. While the school teachers and

pupils pursue the attainment of objectives and further plans to develop a worthwhile school program, it must be recalled that the home bears a closer relationship with the child and his health habits than does the school, even. It is vitally necessary that teachers and parents join forces to set up mutual goals, and work cooperatively to those desired ends.

It is important that teachers visit in the homes of the children to become better acquainted with their family life and to make frequent contacts with parents; while on the other hand parents should participate in the school's day school as well as in the adult program. Thus, the nutrition program may become a truly functional problem of adult education leading to desired changes both at home and at school.

Teachers' Responsibility

The success of the nutrition program depends to a large measure upon the background, skill, and knowledge of a teacher. Her awareness of community problems and needs, and her relationship with pupils and parents, are important factors in her success.

Through the study of various subject matter, questions concerning phases of nutrition may be asked and answers determined; thus, correlating the nutrition program to the general school program. For example, it is the health teacher's responsibility to discuss the sources of various foods; the arithmetic teacher's responsibility to help the child to learn practical knowledge as - how many cups of milk are contained in one quart. The correlations made with the many subject matter fields result in a relatively complete coverage of the study of nutrition for the small child.

In one-teacher schools, as some of the Waller County schools are at present, the nutrition program can be developed in a similar manner. However, instead of different teachers correlating subject matter to the problem of nutrition, the work must be carried on by the single teacher. Since the one teacher instructs all classes, possibly more material might be effectively covered if the classes are taught in groups according to grade levels; that is, primary and elementary levels. For example, the primary group may study jointly about the phases of food and feeding found in their readers, or learn to count the number of eggs in a dozen, or similar counting in their study of arithmetic. The fourth through the sixth grades may work jointly as a group and study people of other lands from their readers, the necessity of cleanliness in the health lessons, and likewise with other subject matter correlations.

Correlations: Subject-Matter and Nutrition

The following are statements showing how the nutrition education program may be correlated with regular subject matter.

- Geography.....Study sources of foods, large food production areas, climates and climatical effects on production.
- Health.....Study of cleanliness in detail, the health principles, and safety measures of cooking as well as of eating foods.
- Arithmetic.....Study measurements of dry and liquid ingredients: how many tablespoons in a cup, and how many cups are contained in a quart.
- Spelling.....Learn to spell and pronounce words found in recipes, magazines and other books used to study nutrition.

- English.....Write compositions or short stories about your experiments with foods; tell of a visit to the corn or syrup mill, dairy, or food market.
- Reading.....Read stories about peoples of other lands; their customs and food habits.
- History.....Study the history of the early settlers of this country; their contribution to present day methods of preparing foods. Study the methods used by the early American Indian for cooking.

PART IV

SUGGESTED EXPERIENCES

Primary Grades (1-3)

Daily Living in the School

1. Eating together: lunch, mid-morning lunch, food especially prepared.
2. Frequent water drinking.
3. Handwashing before eating.
4. Rest and relaxation periods.
5. Toileting as needed.

Growth

1. Be weighed and measured: record your own weight without shoes and heavy clothing.
2. Care for a pet in school, watching its growth.
Example: rabbit, rat, dog, or any other.

Health Habits

1. Eat lunch together at school.
2. Rest and relax at frequent intervals daily.
3. Arrange a health bulletin board.
4. Play health games.
5. Wash hands before eating and after going to the toilet.
6. Brush teeth morning and night.
7. Use drinking fountain correctly.

Milk and Dairy Foods

1. Choose committees to take charge of dairy milk distribution.
2. Make some of the following at school and at home:

cocoa, ice cream, cottage cheese, and evaporated milk beverages such as cocoa, fruit milk shake, orange-nog, tomato-milk.

3. Take a trip to a dairy farm or a milk company.
4. See the movie "The Story of Milk."
5. Make butter.
6. Read the story about the different animals that produce milk for man.

Vegetables and Fruits.

1. Take a trip to a market to see a variety of vegetables and fruits.
2. Plant quick growing vegetables, such as carrots, radish, or lettuce, which may be eaten in the classroom.
3. Make and keep a vegetable booklet showing vegetables which you eat and ones which you are learning to like.
4. Bring to school vegetables which come from different parts of the country.
5. On different days prepare and serve these raw vegetables: cauliflower, turnips, carrots, cucumbers, lettuce, celery, spinach, broccoli, cabbage.
6. Prepare fruit beverages, orangeade, lemonade, punch, or fruit juice - for a party.
7. Make applesauce/stew dried fruits.

Cereals and Bread

1. Examine cereal labels and determine which are whole grain and which are enriched.
2. Cook a cereal, such as oatmeal at school.
3. Plant grain in a sponge place in a glass of water to observe the sprouting of the germ.
4. Bake a simple cookie, such as an oatmeal cookie.
5. Observe some cereals that do not require cooking.

Eggs, Meat, Fish and Poultry

1. Ask your mother about different ways she uses eggs.
2. Take a trip to a poultry farm to see chickens fed and cared for.
3. Make eggnog.
4. Have a hen and chickens at school.
5. Prepare scrambled eggs or other simple egg dish.
6. Visit a fish and meat market.
7. Tell stories of fishing trips.
8. Prepare a sandwich with meat or fish filling.
9. Visit a goat herd. See how goats live. Watch them being milked.
10. Make eggnog from goat's milk. Taste it.
11. Make butter. Taste the butter before and after washing and after it is salted. Taste buttermilk.

Intermediate Grades (4-6)

Milk and Dairy Foods

1. Visit a dairy. See and taste different kinds of milk: skim, buttermilk, homogenized, dried, etc. See how milk is delivered and handled in the plant - pasteurized, bottled, etc. Note cleanliness of plant and workers.
2. Investigate laws pertaining to cleanliness of cows and dairy.
3. Find out about Louis Pasteur, dramatize the story.
4. Prepare cream soup with whole milk.
5. Make fruit whip using dried fruit and evaporated milk. Serve as a luncheon dessert or at a party to which parents are invited.
6. Prepare copies of the fruit whip recipes to take home.
7. Make cocoa with whole milk; with evaporated milk.
8. Study different animals that produce milk.
9. Visit a goat herd, and see how goats live. Watch them being milked.
10. Make eggnog from goat's milk. Taste it.
11. Make butter. Taste the butter before and after washing it, and after it is salted. Taste buttermilk.
12. Find out about different kinds of churns. (Churns may be brought in, or seen at a museum or in pictures.)
13. Make cottage cheese. Serve on whole wheat crackers with chopped raw carrot and cabbage added.
14. Find out what are the great dairy sections of our country.
15. Plan and set up an exhibit of milk products. Sample.
16. Make a recipe file including recipes for all the foods prepared at school and at home.

Vegetables and Fruits

1. Plant seed boxes for transplanting.
2. Plant a home garden or a school garden.
3. Plan an experiment which will demonstrate plant's need for light, water, and proper care.
4. Make a list of yellow and green vegetables.
5. Take a trip to the market to see what fruits and vegetables from other climates are found in local stores. Where they are grown and how are they shipped?
6. Find out the story of the potato.
7. What vegetables did we get from the Indians?
8. How did the Indian tribes cook?
9. Exhibit utensils and tools of early times.
10. Pack some turnips or carrots in sand to preserve them.
11. Dry corn and apples to preserve them.
12. Plan a pioneer luncheon using these preserved foods.
13. Compare the methods of storing food in pioneer days with methods of the present time.
14. Talk to some older person and have her to tell you how

- her mothe cooked.
15. List different methods of cooking used today, such as camp fire, stoves, pressure cookers, etc. Compare with methods of early times.
 16. Find out ways of cooking green vegetables.
 17. Cook spinach or other green vegetables raised in your garden.
 18. Make a sandwich with dark bread and chopped vegetable filling, using preserved vegetables or those from the garden.
 19. Wash and prepare vegetables to serve for the school lunch.
 20. Prepare and serve a fresh fruit salad.
 21. Make salad dressings which are suitable for children.
 22. Prepare raw vegetables sticks, such as carrot, turnip, celery.
 23. Home activities: make applesauce. Make fruit salad.
 24. Write the story of a vegetable from garden to table.
 25. Arrange a centerpiece of vegetables or fruits.
 26. Make notebook or scrap book on vegetables and fruits, noting food values.

Meat, Fish, Poultry and Eggs

1. Make a visit to the country to see cattle, hogs, sheep and poultry.
2. Visit a butcher shop to see kinds of meat (beef, pork, lamb, fish, poultry) and cuts (roasts, chops, liver, sausages, ground meat). Note their care.
3. Find out what foods are fed to different animals.
4. Show on a large United States map the sections from which different kinds of meat, fish, and poultry come.
5. Find out about fishing off the New England Coast.
6. Study the necessity of fish in a child's diet.
7. Study food customs of people from various climates.
8. Hard cook eggs and serve them as chopped or sliced egg sandwiches, or salad.

Bread and Cereals

1. Visit a bakery and see how bread is made.
2. Study the different parts of a grain.
3. Make a test for starch. (Starch in foods is easily identified with iodine; a blue color appears if starch is present.)
4. Bring in bread wrappers and compare information on weight and ingredients.
5. Find out about the Indian ceremony for corn. Dramatize it.
6. Visit a community where there is a corn mill. Observe the milling process.
7. Make some corn bread.

8. Read the story of flour.
9. Make some simple quick breads.

Water

1. Study how the earth is supplied with water. (Rainfall and underground water.)
2. Study plant's need for water.
3. How do the rural families around your community get their water supply
4. Observe and discuss the dispensing of water in school and other public places.
5. Discuss precautions which should be taken when drinking at fountains, drinking water when on picnics, at wells, and other places.
6. Take a trip to study the water supply of the city. How is it safeguarded?
7. How does the water carry disease?
8. Investigate the various methods of making water safe for drinking.

Sweets

1. Find out how sap is obtained from sugar maple trees, how maple syrup is made.
2. Visit a community where syrup is being made.
3. Study the work of people who supply our foods, such as, sugar beets.
4. Make sweets for your Christmas box by using fruits, instead of sugar.
5. Find recipes that use sweetening other than white sugar.
6. Appoint committees for a party. Plan and prepare attractive refreshments such as tea sandwiches, dried fruit goodies, and punch.

School Lunch

1. Plan lunches suitable for carrying to school.
2. List foods that can be packed in glass jars with tight lids or covers, or paper cups with covers, and carry to school in lunch box.
3. Home activity: Pack your own lunch using some of the foods suggested in school discussion.
4. List the foods to be served in the school cafeteria or lunch room. Indicate the foods you will select for your lunch and tell why. (Note: food models are useful for this purpose) Give reasons for this choice in relation to food values.

Meal times

1. Learn how to set a table correctly.
2. Serve a simple meal at school.
3. Check to see that the room is well ventilated.
4. Arrange flowers for the dining table. Type of vase, color of flowers, and fragrance should be considered.
5. Make a poster which may be displayed in your lunch room to encourage desirable mealtime habits.
6. Plan a between meal lunch for a younger child.
7. Home activity: Plan and prepare an attractive tray for some one who is sick or having a meal in bed.

Cleanliness

1. List foods which should be washed.
2. Make plans so that each child has the opportunity to wash his hands before the school lunch period.
3. What precautions would be taken when one has a cold so that other will not be exposed?
4. Make a chart for the classroom on which the number of children not having colds may be recorded.
5. Demonstrate the correct way of washing and drying
6. Invite a member of the Health Department to discuss regulations regarding the sale of foods.
7. Visit neighborhood stores and report on their observance of food sale regulation.

Care of Teeth

1. Keep a record to check on (1) the tooth building foods you eat every day, (2) the foods you eat to give teeth exercise, (3) the number of times teeth are brushed in a day. Indicate when you last visited the dentist and when he wants you to return.
2. Ask your grandmother or some older person how people cared for their teeth when she was young. How did people clean their teeth before the modern toothbrush was used?
3. Make tooth powder at school using 1 teaspoon cooking salt, 1 teaspoon baking soda, 1 teaspoon precipitated chalk, 2 drops wintergreen. Mix and sift together until well blended. Take home and use.
4. Compare the diet of primitive peoples, such as the early American Indian, with our diet today. What are the probable effects of each on the diet for the teeth?
5. Study the relation between the eating habits of animals and the kind of teeth they have.
6. What do the local, state and national governments do for the dental health education of our people?

Rest

1. Make posters and collect pictures which will encourage

habits of rest and relaxation.

2. Plan to make the school lunch period a time for relaxation.
3. Observe the gracefulness of an animal when relaxed and then alert. Use in design for book cover or stencil or block printing a lunch cloth.

PART V

AIDS FOR THE TEACHER

Survey forms

Name _____ Room _____ Grade _____ Date _____

Nutrition Habits

1. What time did you go to bed last night? _____
2. What time did you get up this morning? _____
3. Did you brush your teeth this morning? _____
4. What did you have for breakfast this morning? _____

5. What did you eat for lunch this noon? _____

6. What did you eat last night for supper (or dinner)? _____

7. Did you have something to eat after school yesterday afternoon?
 _____ What? _____

8. Do you usually eat after school? _____

Record Form

Nutrition and Health Habits

Circle the right answer.

- | | | |
|---|-----|-----|
| 1. Do you drink milk every day? | Yes | No |
| 2. Do you usually drink coffee daily? | Yes | No |
| 3. Did you eat fruit for breakfast today? | Yes | No |
| 4. Did you eat cereal for breakfast today? | Yes | No |
| 5. Which did you eat yesterday
(a) dark bread (b) plain white bread
(c) enriched bread? | a | b c |
| 6. Which do you usually eat
(a) dark bread (b) plain white bread
(c) enriched bread? | a | b c |
| 7. Do you like eggs? | Yes | No |
| 8. Do you usually eat meat daily? | Yes | No |
| 9. Did you eat potatoes yesterday? | Yes | No |
| 10. Which do you like? cooked carrots raw carrots spinach
cooked cabbage raw cabbage | | |
| 11. Do you usually eat when you get home from school? | Yes | No |
| 12. Do you brush your teeth every day? | Yes | No |
| 13. Do you usually have a bowel movement every day? | Yes | No |

Fill in the right number.

14. I usually drink _____ glasses of milk daily.
15. Yesterday I drank _____ glasses of milk.
16. I ate _____ servings of fruit yesterday.
17. I ate _____ slices of bread yesterday.
18. I ate _____ egg(s) yesterday.
19. I ate _____ servings of meat yesterday.

Record Form (continued)

20. I ate _____ vegetables beside potato yesterday.
21. I ate _____ raw vegetables yesterday.
22. I drank _____ glasses of water yesterday.
23. I usually brush my teeth _____ time(s) during the day.
24. I worked and played outdoors for _____ hours during the day.
25. I usually go to bed at _____ o'clock.
26. I usually get up at _____ o'clock.

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For Teachers

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9. Silver, F. Nutrition. New York. D. Appleton Century Company, Inc. 1942. \$1.00

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3. Address, J. M., Aldinger, A. K., and Goldberger, T. H. Health Essentials. Boston, Ginn, 1928. pp. 481. \$1.72.
4. Brady, A. Patsy's Day. Preschool and Primary. Chicago: National Dairy Council. 1931. pp. 18, 15¢.
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9. Habiland, M. S. The Most Wonderful House in the World. Grades IV and V. Philadelphia, Lippincott. 1921. pp. 202. 80¢.
10. Huber, M. Skags. The Milk Horse. Grades I-III. Chicago, American Book Company. 1931. pp. 111. 62¢.
11. _____ Experiments in Health. Boston, Ginn, 1928. pp. 208. 48¢.
12. _____ The Health School on Wheels. Boston, Ginn, 1933. pp. 399. 76¢.
13. _____ Health and Good Citizenship. Boston, Ginn, 1933. pp. 362. 96¢.

Visual Aids

In the selection of illustrative materials the problem is simply one of choice. Teachers can secure a wealth of such aids to be used in relation to the food and nutrition problems of children. Some of the visual aids which are now available are:

Pictures which include portraits of fine, health children at all ages, especially of the age with which the teacher is to deal; of children who are decidedly thin and undernourished; with good and poor posture; with sound and unsound teeth; with and without the adenoid-facies; with sound before and after treatment for malocclusion; and other illustrating various points to be taught. Pictures of real people whose habits of living and accomplishments furnish examples of worthy consideration, such as Admiral Byrd, Lindberg, as well as some of the heroes whose work has done so much for the welfare of mankind - Pasteur, Kock, Harvey, and many others.

Pictures of animals, too have a special appeal. These can be used in relation of the foods eaten by the children and the animals, illustrating some of their health practices: calves, puppies, pigs, drinking milk; rabbits and guinea pigs eating cabbage, carrots, and other vegetables; birds feasting on berries or cherries; chickens picking up corn or grain in the farmyard; mother cats washing their kittens' faces; birds or chickens sleeping with heads tucked under their wings, and other animals fed on different types of diets - white rats with and without milk, pigeons on polished and unpolished rice, guinea pigs with and without orange juice, or raw vegetables, or other good source of Vitamin C - are all of great service in teaching food values, for the

results are more clear cut and striking than are found in human illustrations.

Pictures of foods and their processes of growth and manufacture should be included, as should other things which must be discussed without the objects themselves being available. These pictures may be taken by the teacher herself or collected from various sources. Other sources of illustrative pictures are: The International Harvester Company, which has a large collection of farm pictures - cows, grains, primitive and modern methods of agriculture, and the collection of Miss Birdseye which is procurable through the extension service of the United States Department of Agriculture included most of the pictures of children suggested above as needed.

Slides and Movies. If the school owns or can secure the use of a projectoscope, the teachers and children may also make their own slides. Information can be secured from the Eastman Kodak Company, Rochester, New York, concerning how this task can be accomplished in the form of a booklet entitled: Lantern Slides: How to Make Them, sent free on request. Material prepared by the children, such as stories, reading lessons, and drawing, may be employed to advantage.

Movies, too, have a place in this type of education. These films are some times expensive, but if the teacher keeps informed about the free exhibits and demonstrations of the uses of movies in the schools, there is a possibility that a few worthwhile movies may be brought to the school with relatively little or no cost.

Posters. Although there are any number of types and kinds of posters available from commercial firms, it is much wiser and less expen-

sive for teacher and pupils to make their own. The children may be placed in particular groups to work on a certain phase of nutrition, or the whole class may work cooperatively in making the poster. The poster to be made and used at the time depends upon the phase of nutrition and health under consideration at the time. For example, on the study of primitive and modern methods of cookery, one group of children could make a poster depicting the primitive ways of growing, gathering, and cooking their foods; whereas, the other group could make their poster showing the modern methods of growing, gathering, and cooking foods. For the small children, it is advised that the drawing be colorful (to represent the natural colors of objects) so that they will catch the attention of the children and be of interest to them; they may do the coloring themselves if the pictures are drawn or uncolored.

Charts may be ordered from free-distributive agencies, some of which deal with the Vitamins and where they are secured; amount of food and calories needed for individuals according to age and sex; foods and their food values; and many others. The teacher and children may also make charts to show the necessary relationship between nutrition and the well-being of the child.

Records vary in type and kinds. Some of these to be used are first, the survey form. This form is used to secure information concerning the child, his health, and his health habits. There is another type of form which is the health record: these may be used by each teacher, parent, and pupil, on which the child records or checks the necessary information denoting improvements in standards; the teacher and parent records or checks observed behavior concerning same. These

forms may be ordered, or may be secured in most nutrition books and duplicated for pupil use.

Blackboard and crayon are standbys that are very useful in showing the children some additional sketch which is not available on the posters and charts. The children, also, have opportunity to try their ability at reproducing the portraits of some objects related to the problem on the blackboard.

Foods and food models. The actual food provides obviously the best study of foods, but food models may also be used effectively. The models may be ordered but are expensive, therefore, the teacher and pupils can secure molding clay (in colors) and reproduce the shapes of foods, or they may use clay mold and bake the product so that it will retain its shape; these, too, can be colored.

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APPENDIX

EXHIBIT A

PRAIRIE VIEW UNIVERSITY
Prairie View, Texas

Interviewer: Ora M. Thompson

Date _____

SURVEY

for

A STUDY OF HOME LIFE EDUCATION OFFERED AT ALL LEVELS
IN NEGRO SCHOOL OF WALLER COUNTY,
TEXAS

Name of school _____

Location of school

Number of pupils enrolled _____ Number of grades offered _____

Is homemaking offered? _____ In what grades? _____

Is Agriculture offered? _____ In what grades? _____

Does the school have a pre-school (Nursery) department?_____

How many pre-school children enrolled? _____ Number of teachers employed in the school _____.

CHECK LIST

Directions: Under each grade check phase of homemaking which is offered according to items listed (add any others) for that particular group.

FOODS

Meal preparation

Table service - how to set the table

Nutrition - what to eat

Table etiquette and manners

Arts of cookery

Marketing - going to the store

N 1 2 3 4 5 6 7 8 9 10 11 12

CLOTHING AND GROOMING

Simple stitches-handsewing

CLOTHING AND GROOMING

N	1	2	3	4	5	6	7	8	9	10	11	12
Cutting and sewing												
Decorative stitches												
Pattern Selection												
Dressing for occasion												
Selection of colors in dress												
Laundry care												
Use of cosmetics												
Use of accessories: ribbons, etc.												

FAMILY RELATIONSHIPCHILD CAREHEALTHHOME CARE

EVIDENCES THAT SOMETHING HAD BEEN DONE

Directions: List any visual evidences, such as posters, exhibits, any others, that home life education has been taught.

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 17. |

USE OF SUPPLEMENTARY MATERIAL

- | | |
|----|-----|
| 1. | 10. |
| 2. | 11. |
| 3. | 12. |
| 4. | 13. |
| 5. | 14. |
| 6. | 15. |
| 7. | 16. |
| 8. | 17. |
| 9. | 18. |

ADDITIONAL NOTES

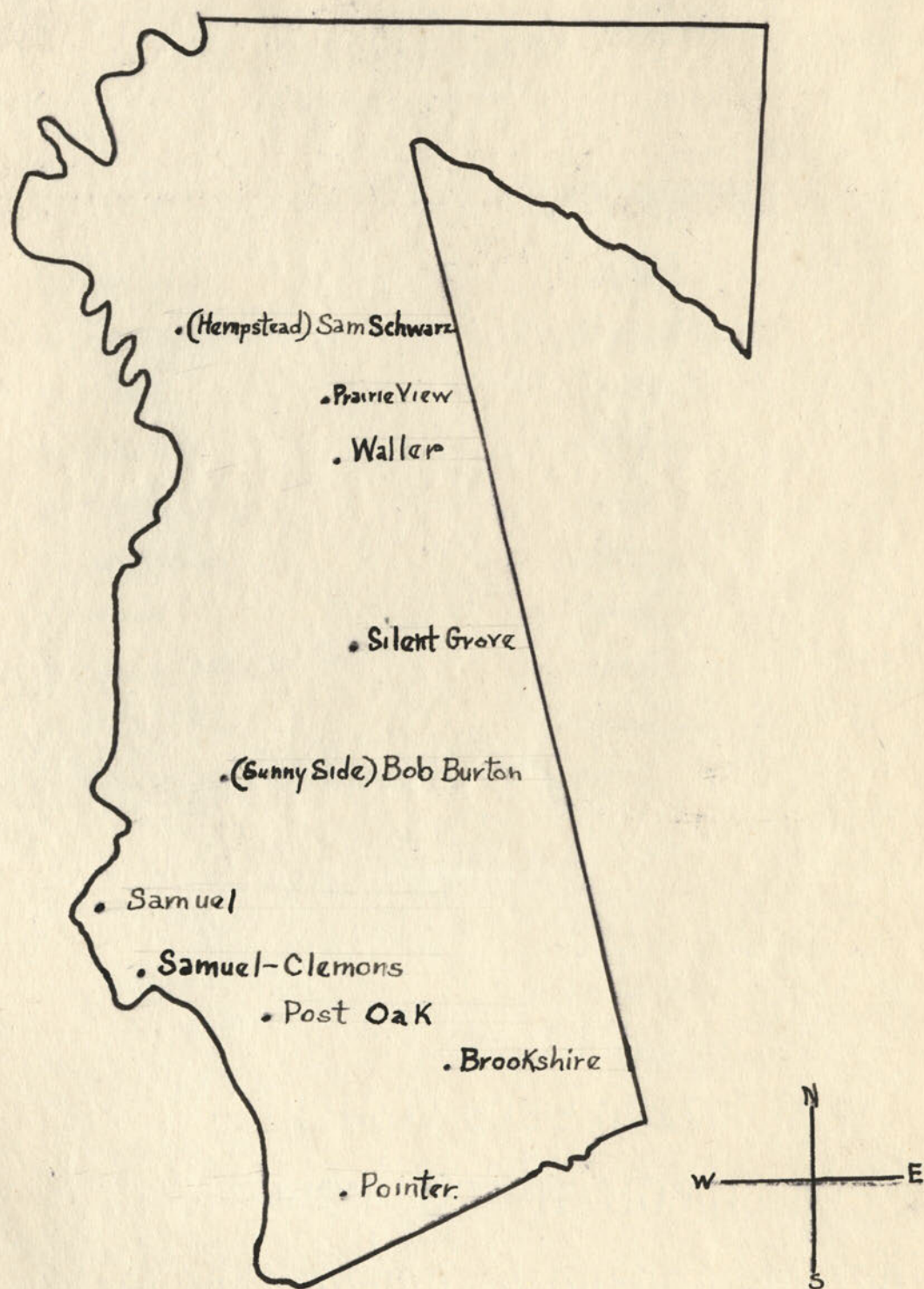
EXHIBIT B

Fig. A Map of Waller County and Location of Schools for Negroes.

EXHIBIT CLIST OF SECONDARY SCHOOLS
INCLUDED IN STUDY

NAME OF SCHOOL	SCHOOL DISTRICT
1. Bob Burton	Monaville
2. Brookshire	Brookshire
3. Pointer	Brookshire
4. Post Oak	Patterson
5. Prairie View	Waller
6. Sam Schwarz	Hempstead
7. Samuel	Patterson
8. Samuel Clemons	Patterson
9. Silent Grove	Monaville
10. Waller	Weller